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An Investigation of the Influences of a Teacher In-Service Program In Effecting Change

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Abstract

This study investigates the effects of a two-year teacher in-service program and the changes in classroom practices that resulted. Motivation for involvement in the program, whether internal or external, is considered, as well as the number of years teaching experience at the Junior Level. Obstacles to growth are also explored.

Thirty-seven Class Acts participants completed a questionnaire which was analyzed using the SPSS/PC Statistical Package for the Social Sciences. Although the percentage of reported change varied, there was no statistical significance found between changes reported by the internally motivated, externally motivated, more experienced or less experienced groups in the study. Obstacles to growth reported by those in the aforementioned groups are discussed and differences between those identified by internally and externally motivated participants are noted.

Classroom changes, however, were reported as a result of the program. Correlation between motivation for involvement and the making of change were not statistically significant. Also, the number of years teaching experience at the Junior Level was also not strongly correlated to initiated change related to this program. Despite these findings, participants stated that the

program was worthwhile. The study concludes with a number of recommendations for improving in-service programs for educators.

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CHAPTER I: THE PROBLEM

Introduction

> How to get new educational programs to work in practice has increasingly frustrated and mystified those involved in education over the past two decades. (Fullan, 1982, p.ix)

How to bring about change in teachers' attitudes, beliefs and behaviors that will result in more effective programs delivered to the students is indeed a complex problem. So much has been written about the process of change and how to achieve it, and yet it seems that actual changes in the classroom are minimal. I find myself asking "Why?" Is it true that changes are not happening, and if so, what are the forces that are blocking this process?

The area of research for this project is one that I feel can have a significant impact on change in the classroom: teacher in-service programs. The reason that I have chosen this topic is due to the concern that I share with many other educators, that despite the research and development that have been focused on bringing about change in education over the past two decades, actual changes in classroom practices are occurring slowly. The implications of this are startling when we take into account the rapid growth of technology that has taken place, and the shifted

emphasis toward learning: learning as a process. Shifts in society include shifts in the image of the learner. Meeting the demands of this image necessitates a dynamic curriculum, as well as professional development that will equip teachers with the necessary knowledge and skills to deliver effective programs. In order to do this, change is also necessary in curriculum implementation, of which teacher in-service is a major factor.

Background of the Problem

There is a trend in industry and education to focus on the individual as the major force that effects change. This shift, at least as it applies to education, is reportedly due to the frustrations that surrounded the change efforts of the 1960s and 1970s (Fullan & Park, 1981; Pratt, 1980). During these times it seems that change was viewed more from an organizational level and the actual process of change was a low priority. The physical indicators of change, such as large, open classrooms, were evident and the implementation of new programs seems to have been expected to follow. Perhaps this shift in focus is due in part to the failures that resulted. Current literature (which I shall review in Chapter II) indicates that it is at the individual rather than the organizational level that change occurs through a planned, systematic approach that recognizes time as a major factor as well

as the developmental level of the teacher in implementing an innovation. The manner in which in-service programs are delivered to teachers is vital to the development of those in the teaching profession, yet despite the considerable evidence that supports a focus on the individual as change agent, in-service professional development programs remain, for the most part, unchanged in their approach and delivery.

There appears to be a wide range of opinion as to how these programs should be designed and implemented. There also seems to be a wide range of opinion as to which teachers should be involved in in-service sessions. If programs are to be developed, as some recommend, based on the needs at an individual school level, what provision is there for board level initiatives? Similarly, where and when will the needs of curriculum specialists, particularly at the intermediate and senior levels, be met? And what of the teacher who does not want to change?

Statement of the Problem Situation

Traditionally, in-service programs have been delivered as single, one-shot sessions in which an "expert" in the particular curriculum area has presented a brief rationale for the particular method or innovation followed by an explanation, the "how" to implement the change. These sessions have often been top-down in

nature, in that the teacher has been told to attend based on a decision made at the board level. When the teacher has returned to the classroom, there has seldom been any follow-up of the material and procedures presented, and unfortunately, often there has been no-one to even discuss the workshop with. Teachers, administrators and parents, as well as educational researchers, complain that actual classroom changes are not occurring, and that such in-service programs are ineffective.

Critics of educational change suggest many reasons why this type of approach is inappropriate. These can be summarized as follows:

1. It does not take into account the individual (teacher) and his/her feelings toward the innovation.
2. There is no provision for ownership or commitment on the part of the teacher.
3. It does not allow for exchange of ideas between participants. The delivery is one-sided.
4. It does not allow the teachers the time necessary to try out or the practice the new innovation or alter their beliefs.

It would be a mistake, however, to assume that in-service sessions that are organized in such a way cannot bring about change. Indeed, under certain circumstances, they can be quite beneficial. For example, if the teacher has selected the workshop and chosen to participate, the probability that the learning will

be significant is increased. The teacher in this case is making his/her own decision in his/her personal professional development. In-service programs that meet the perceived needs of the individual teachers will also meet with some success, as the teacher will feel more commitment to learn and to implement the changes.

In my own experience as both a workshop participant and leader, I have found that sessions that are very skill-specific are also beneficial when handled in a single meeting. If a teacher wants to learn how to teach techniques in working with clay in the primary classroom, for example, a hands-on type of workshop can cover this material very well and allow for the participants to practice the techniques. This knowledge can then be easily taken directly back to the classroom to use with the students as part of a visual arts curriculum.

A topic such as the implementation of a new science curriculum, that is not only skill-specific but involves major innovation, could not bring about the changes that may be required after a few hours at one workshop. Such a program would involve time both in and out of the classroom in order that the teachers could internalize this shift in their attitudes and beliefs and practice new skills.

There is much literature to support the idea that effective teacher in-service should develop from the needs of the teacher

and should allow time for incremental implementation appropriate to the developmental stages of the individual. Teachers should be internally motivated to participate in in-service ventures, rewarded by the benefits for the students. Support and direction are needed from school and local levels. Change is a long term process and problems that arise during implementation should be addressed, with opportunities provided for teachers to interact (Fullan, 1982). Yet few such programs seem to be in effect and actual case studies of the effectiveness of those that are offered are scarce.

Purpose

This project evaluates the "Class Acts" Junior level teacher in-service program that has been implemented in Halton County over a two-year period from the Fall of 1987 to the Spring of 1989. The program was offered to junior-level teachers from each school as a result of the Junior Review that the Ontario Ministry of Education completed in 1986.

The program is a unique series as it is indeed a long-term professional development program which was planned and implemented within the board and aimed at bringing about changes in Halton classrooms. "Class Acts - Junior Level" was a new initiative implemented under the direction of the Superintendent of

Curriculum and involved a total of twelve half-day teacher training sessions spaced over a two-year period. Each school was asked to send one junior-level teacher to the first six sessions, and another junior-level teacher to the second half of the series.

This study provides an opportunity to gain a greater understanding of the effectiveness of long term in-service programs as a vehicle to bring about change. In-service, if effective, is a vital, dynamic aspect of learning. However, programs such as Class Acts are costly in terms of time and money. Education is a very expensive business and just like any other business, should derive maximum return for the resources invested. The merits of long-term in-service programs have been promoted over the past few years, but I have not seen many examples of them in action and have heard no evaluation of such endeavors from colleagues who have been directly involved. The Class Acts series, therefore, offers a unique opportunity to examine the impact of long-term professional development on the change process in the classroom.

Questions to be Answered

Do long-term professional development programs result in changes in the classroom? Have teachers implemented changes as a result of the program, and, if so, in what particular areas are

they reporting changes? Is there more change reported by those teachers who were internally motivated to be participants than those who were externally motivated? What obstacles to growth, if any, do internally motivated participants perceive? Are these the same as obstacles perceived by the externally motivated group? Does the number of years teaching experience have an impact on the reported changes? If so, in what particular areas? Do the participants feel that the changes that took place warranted the time out of the classroom? These are the major questions of this study.

Rationale

I believe that the "Class Acts" teacher in-service program has attempted to resolve some of the obstacles related to implementation. The program was carried out over a long period of time and did allow for teacher interaction as well as interaction with consultative staff at the sessions. Teachers were given opportunities to practice teacher-specific strategies. Some of the teachers were involved due to internal motivation, and others were directed by their administrators to be involved (external motivation).

Importance of the Study

Although in my review of the related literature I found a great deal of support for long term in-service programs as a vehicle to bring about change in the classroom, I found very little empirical evidence to verify the effectiveness of such an approach. My research will investigate actual effectiveness as it applies to this particular program, which attempts to fit the parameters of a long-term in-service program. In the study I also question the relationship between teacher motivation for participation, teaching experience, and the amount of change that is reported in the classrooms.

Definition of Terms

C.B.A.M. is an acronym commonly used for the Gene Hall and Susan Loucks Concerns Based Adoption Model (1980). This model identifies seven levels of usage that individuals move through in adopting a new innovation. Two of the basic assumptions underlying the C.B.A.M. model are 1) Change is a process, not an event. Implementation of an innovation does not happen instantaneously. It is a process that takes time and has it's own natural pattern for unfolding. For example, the sending out of a final report or making an announcement at a board meeting does not

result in instantaneous change. 2) The individual is the primary unit of adoption. Groups and organizations as a whole must be considered, but what individuals do will make or break most change efforts. Understanding how the individual views and uses the innovation is critical to facilitating change and assessing impact.

Family of Schools is a group of schools that comprises a specific geographical area in Halton County.

Generic Model or Framework for Workshops is a list of guidelines on which the development of each of the twelve Class Acts - Junior Level sessions was based (Appendix 3).

Implementation Profile: Child-Centered Program refers to a profile that was developed by the Board Curriculum Department based on the C.B.A.M. model with specific Indicators of each level of adoption identified. This profile is based on four rather than C.B.A.M.'s seven stages of adoption (Appendix 2). I shall use this as a tool to assess the levels of change reported.

"The Wonderful World of Class Acts - The Junior Series" refers to the twelve part teacher in-service program, used in the board being studied.

CHAPTER II: REVIEW OF RELATED LITERATURE

Introduction

> The voyage from first identification of student need to eventual learner achievement is often stormy, but more good curricula sink without a trace on the shoals of implementation than at any other point. (Pratt, 1980, p. 425)

There is no simple formula to apply to the problem of effective curriculum implementation. However, one aspect is apparent throughout the literature that I have reviewed. There is a direct relationship between teacher in-service and curriculum implementation. In fact, Fullan and Park (1981) state that "Effective professional development is synonymous with effective implementation" (p.44).

Teacher in-service education as a vehicle for effecting change in the classroom is an area which many researchers and theorists have probed. Much has been written on this topic, particularly over the past ten years, but evidence of recognizing the importance of the individual teacher as the agent of change can be easily traced back to as early as the 1950s. There are many other factors that have also been purported to have a significant impact on the success of the implementation of innovations. In this chapter I shall examine those factors that have been suggested to have the greatest impact under three headings: the Individual, the Process of Change, and the System.

The Individual

In Ontario, the Ministry curriculum policy Issues and Directions outlines the image of the educated person as:

> a self-motivated, self-directed problem solver, aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments. This learner is guided by the values consistent with personal religious-ethical beliefs, cultural traditions and the common welfare of society. The image also reveals a methodical thinker who is capable of inquiry, analysis, synthesis, and evaluation, as well as a perceptive discoverer capable of resourcefulness, intuition, and creativity. (1980, p. 2-3)

This is quite a tall order to fill indeed, particularly when those values, beliefs and traditions continuously shift to be consistent with an ever-changing society. It brings with it tremendous implications for educators at all levels. How teachers are trained must be reviewed, as well as the development, implementation and content of curriculum, teaching strategies, resources, financing, evaluation: in short, all aspects of our profession. But for the purposes of this discussion, let us focus on five factors that impact on the individual teacher.

Resistance To Change

Pratt (1980) states that the process of implementation is one of persuading people to make certain decisions and therefore is a

political process. Ill-managed change efforts of the 1960s and 1970s have left many teachers frustrated and confused. As a result, many teachers who resist change do so based on these past personal experiences. Yet new Ministry and board documents with more new ideas and proposals are continuously being developed, and require the teacher to change programs on an ongoing basis. Consider also that it may not be just one new curriculum that is to be implemented, and that the in-service training required in order to implement changes effectively is conducted primarily after school hours for each of these programs. The anxiety that can result in individuals regarding change (Fullan, 1982; Naisbitt, 1982) can seriously impact on the teachers' attitude in that there is resistance to the innovation.

Perceived Need

A second factor that can effect implementation is the need that the individual perceives for the change. Pratt (1980) cites the absence of teacher motivation as a major obstacle to growth. People will not implement change unless there are appropriate rewards for doing so. Most teachers are rewarded by the benefits to the students in their classrooms. If, then, the teacher assesses that there will be no benefit to the students, change will be resisted. If, on the other hand, the innovation addresses the teacher's perceived needs of the students, change is more likely to occur.

Environment

Thirdly, there is much evidence to suggest that the individual needs a supportive environment in which risk taking is encouraged in order for change to occur. According to Pratt (1980), change to which the public may react negatively will be resisted. Teachers who are in highly hierarchical organizations will also be more resistant to new innovations.

Ownership

A fourth factor for consideration is the degree of ownership that the individual feels towards the innovation. An individual will feel a deeper commitment towards implementing changes in which he/she feels a sense of ownership and involvement. On the other hand, if teachers have no input to the curriculum, change will be less likely.

Beliefs

Finally, there is much literature to suggest that in order for change to truly occur and to be sustained, the individual teacher's beliefs must be altered. In order to achieve this, the innovation must be knowledge-based (Chin & Benne, 1969; Fullan, 1985; Pratt, 1980), well-planned and based on a sound rationale. Indeed, some models of change are based on providing opportunities for the individual to practice the innovation over time and

evaluate the impact on the students in order for this change in beliefs to occur. The Concerns Based Adoption Model (Hall & Loucks) is one example. The call for a holistic, humanistic approach to teacher in-service practices is hardly new. Mcgregor's Theory X and Theory Y (1958) recognized the importance of the individual in adopting change. Similarly, Lewin (1952), and Rogers (1960) discussed the importance of the individual and their feelings towards the innovation. Another model that encompasses all of these factors is proposed by Heinchberger (1976). This model is based first on the anticipation of change and careful planning and setting of a philosophy, aims and objectives that include strategies to achieve the goals as well as a measure for evaluation. In-service programs, he states, should evolve from the expressed needs of the subsystems (individual schools) and be supported through resource personnel, a professional library and visitations to other classrooms and schools.

The Process of Change

One of the major trends that is evident in the literature reviewed is that of the actual process of change. This reflects that there is developing not only a growing awareness of the individual factors which impact upon the process of change, but an increased understanding of its developmental nature.

The task of isolating the specifics of the change process is difficult, as much of the literature in this area identifies differing variables. However, there are some common variables that emerge.

Leithwood, for one, in Planned Educational Change (1986), identifies implementation as being a major concern, stating:

> Twenty years ago 'the problem' was not implementation but curriculum development. Today the reverse is true. (p. 86)

He calls for clearly defined profiles to be developed of both the highest and the lowest levels of implementation, and strategies to be put into place to move teachers toward the highest level. This would necessitate teacher in-service and provision of materials. Leithwood & Montgomery (1987) bring a similar message to the reader in Improving Classroom Practices Using Innovation Profiles, in which they state that effective teacher in-service should be highly individualized, allow for teacher interaction, and should be a long-term process.

In Curriculum Implementation: A Resource Booklet (1981), Fullan and Park identify twelve variables that influence implementation of new programs, among these Teacher Input and Professional Development. Again it is recommended that in-service be long-term, allow for teacher interaction, and provide opportunities for teachers to examine their own practices and develop alternatives.

Fullan (1982) states that nothing has changed in practice as a result of our efforts over the past twenty years. He attempts to examine the nature of educational change itself and describe change at the local, regional and national levels. Fullan concludes by making predictions about future change. Most attempts at teacher in-service are ineffective, he argues, because they do not allow teachers to interact and learn from one another and do not address the concerns and problems that occur during implementation. He also states that successful approaches are effective when they combine concrete teacher-specific training activities, ongoing continuous assistance and support during implementation, and regular meetings with peers and others.

Gene Hall, in Viewing Evaluation as an Innovation (1981), outlines two of the basic assumptions underlying the Concerns Based Adoption Model. These are: 1) Change is a process, not an event. It occurs over time and has its own natural pattern for unfolding. 2) The individual is the primary unit of adoption. Understanding how the individual views and uses the innovation is crucial to facilitating change and assessing its impact as it is what the individual does that makes or breaks change efforts. The implications of this are that recommendations and findings that would support adopting new methods cannot be presented with the expectation that change will automatically follow. Rather, an understanding of the use and increased sophistication in using an

innovation will gradually develop. Evaluation must be assessed at the individual developmental level of the user as well as for the organization as a whole.

Questions concerning the relationship between knowledge honoured in academia and the kind of insights that on-the-job situations can offer are examined in Schon's The Reflective Practitioner (1983). Schon discusses the concept of reflection-in-action on the job, particularly in the professions, and its impact on the individual. He also discusses the limitations that bureaucracies place on some practitioners that impede their abilities to solve problems in a reflection-in-action mode and cites examples of problem-solving situations that demonstrate the effectiveness of the process. Schon proposes that although reflection-in-action is an extraordinary process, it is not rare. Some practitioners are skeptical, he suggests, as uncertainty is a threat and such a process causes them to question their own beliefs and compartments into which they have fit their knowledge. Other practitioners accept the concept but are uneasy with it as they cannot explain it in pragmatic terms (if at all) and therefore they cannot verify the process. Schon further discusses the implications of reflection-in-action for the future. In order for professionals to truly function effectively using this skill, they must be capable of this inquiry within an adversarial setting. This would require reflective listening and

constant reflection on one's own point of view, and professionals in conflict would have to be capable of reciprocal reflection-in-action. The extent of our capacity to do this can only be discovered through an action science which promotes and advocates the reflection-in-action process.

Here again, we see a focus on ongoing examination and evaluation of actual practice. Although not stated, time is essential as a prerequisite in order for this process to occur.

The same viewpoint is evident in the work of Peters & Austin (1986). In terms of in-service training, they argue that a mentorship program is the most effective vehicle. Training, they state, should be on the job and performance should be linked as directly as possible to extrinsic rewards.

More evidence of the necessity for allowing an appropriate amount of time for change to occur is apparent in the work of Heinchberger (1976). He discusses the necessity that in-service programs should evolve from the expressed needs of the subsystems (individual schools) and be supported through resource personnel, a professional library and visitations to other classrooms and schools. Strategies for identifying and dealing with stress within the subsystems should be a part of the training program. Open channels of communication from every level within the subsystems should be established in order to facilitate suggestions and provide feedback. Ten strategies for systematic

implementation are suggested, based on this model. These stress attention to the process, maximum involvement of teachers as change agents and again, allowing appropriate time in order for the change to take place.

Gliessman (1984) discussed the actual value of practice as a vehicle to change. He concluded that changing teaching performance is less a result of practice than of intervention and instruction variables. Practice is necessary in terms of consolidating learned skills, but to effect change in behavior and skills, instructional and intervention variables must be introduced. Research on teacher-training should be increasingly focused on the development of complex skills, especially those that relate to student learning. Intervention and instructional strategies should be used in the training in order to effect change.

McLaren (1985) published an article in which he interviewed Ronald Common regarding effective change in the school system. In his responses, Common suggests that despite the research in the area of effective schools, unproductive approaches to management and teaching persist. Poor planning, disproportionate emphasis on curriculum development and lack of commitment on the part of teachers are identified in assessing the current trends in bringing about change. He suggests that teachers who most successfully implement change modify the new innovation to meet

classroom needs, using their background experience. Time is identified as a major obstacle to growth, as well as lack of administrative support. The values, attitudes and beliefs of the teachers and administrators need to be considered at local levels as they impact on the change process.

In terms of in-service programs, Common encourages boards to spread workshops over time, to take into account the individual, developmental nature of change and to structure the in-services so that they are differentiated and matched to the needs, concerns and interests of teachers.

Sparks, in Highlights from Research on Staff Development for Effective Teaching (1983), identifies ten general recommendations for staff development, based on research into different models and processes of staff development. These recommendations include spacing training sessions two or three weeks apart; providing presentation, demonstration, practice and feedback; encouraging a systematic, incremental approach and building the teachers' self-confidence by providing feedback.

Such research emphasizes time as a factor in adopting a new innovation, as well as the provision of understanding and support for those taking the risks involved in the adoption of a new practice.

The System

It is clear that in order to meet the individual needs of teachers in adopting innovations, support from the system is a necessary ingredient. The resources and materials must be provided, as well as a planned, systematic process put in place that will enable teachers to develop skills and change practices.

In order for changes to meet the curriculum demands consistent with the image of the learner as stated by the Ministry of Education, planned change must move in incremental but systematic stages. This will alter the school and curricular structure according to Leithwood (1986). There is no starting point in this process and no ordered sequence that should be followed. Rather, adaptations should be made as appropriate to the school or the school system. This view differs considerably from the Concerns Based Adoption Model, which identifies stages of adoption in a sequenced format. The presumption underlying both of these perspectives, however, is that there must be identifiable stages of implementation which are planned, systematic and address concerns that arise throughout the implementation process.

Pratt (1980) also acknowledged the significance of system support as did Heinchberger (1976). Fullan (1982) indicated the necessity of district support and direction in adopting innovations.

The importance of participatory leadership, commitment to people, being willing to take risks and encouraging others to do the same, and MBWA (management by walking around) are discussed by Bennis and Nanus (1986). The authors illustrate through qualitative interviews and observation how the leaders in their study demonstrated these skills and the impact that these strategies had on the entire organization. They suggest a humanistic approach to leadership which includes systematic steps towards a vision of the future. Innovations should be encouraged and making mistakes seen as part of the learning and change process rather than as failures. This requires a supportive environment in a system that values risk-taking.

The timing of training sessions is another important factor that the organizers of in-service programs must consider. Elben & Milliren (1976) state that in-service sessions should allow for immediate implementation and evaluation in the classroom. Days immediately prior to a holiday or after school, when participant are tired, are inappropriate for maximizing participant learning.

Existing Studies and What Has Been Found

One study that also dealt with the evaluation of a long-term teacher in-service program was conducted by Loucks & Melle (1980). The in-service program was designed collaboratively with research

staff of the Texas Research and Development Center and the Jefferson County, Colorado, Public Schools. The curriculum area was science, specifically revision and implementation of their science curriculum for grades 3-6. The Concerns Based Adoption Model was used as a framework (see Hall & Loucks, 1973). Teachers received training over a three-year period beginning with the training of 23 teachers who were trained as in-service leaders. Principals also received in-service training to provide support for the implementation later in the program.

The in-service program was seen as successful, in that the majority of teachers were at the routine level of use by the end of the third year. An interesting finding was that lower stages of concern were resolved over time, and yet higher levels of concern were also aroused as the teachers reached routine use.

Need for the Study

Although there is much evidence in the literature to suggest that long-term teacher in-service programs can bring about change through a planned, systematic approach that is unhurried and humanistically oriented, actual case studies of such programs are few. Hersom (1984), in his examination of teacher in-service effectiveness, states:

> This area has been largely neglected and yet is vital to the individual teacher in terms of career

> planning as well as in creating the capacity of the teaching profession to meet the demands and challenges of change. (p.256)

The field of long-term professional development programs is in its early stages, which makes the assessment of them important in providing feedback for their future direction. Although there has certainly been a great deal of activity in the field of teacher in-service education, I have found that actual case studies regarding its role in effecting classroom change based on results is limited. My research provides more information in this area.

In studying the Class Acts - Junior Level series, I have been able to verify that the long-term format is the most appropriate, as it addresses many of the issues of recognizing change as a process and allows the participants the necessary time to change. From this perspective, my study is quite similar to the Loucks and Melle study, in that the Concerns Based Adoption Model is used in order to identify the stages of growth in the participants. One of the underlying assumptions, that change is developmental and can be measured on a profile, is the same.

The greatest difference in this case study is that I am looking for a relationship between teaching experience, motivation for involvement in the in-service program and actual changes reported. The teaching experience of the individual teachers is an area that was not mentioned in the literature but one that I

feel may be significant. Clearly, the literature does indicate that the individual has tremendous impact on the implementation of innovations and that the innovation must be seen as being significant in gains for the student. With the attitude of the teacher being so critical to the implementation of change, the motivation that the teacher felt for involvement in the program could have an impact on the actual reported changes. Therefore, it would seem to me that teachers who were internally motivated to be a participant in the Class Acts program would likely be more open and accepting of the innovation, and would be implementing changes to a greater extent, than the less enthusiastic participants. There were teachers who were externally motivated to become involved in the in-service: they were told that they had to participate. From the literature, one could infer that the changes these teachers actually made would be fewer than the internally motivated group. This study provides in-sights into this area.

Summary of Literature Reviewed

In summary, the literature suggests that in order for implementation to be successful, the individual teacher's attitude toward the innovation must be considered, as well as the perceived need for the change. The teacher must be in a supportive environment that promotes risk-taking and should have input in the

development of the innovation. There must be a change in the beliefs of the individual in order for the change to be sustained. Each individual is at a different developmental stage and because we must deal with each person at his/her own level, change can become more personally suited to these needs. Recognizing the teacher's feelings and concerns towards an innovation is a crucial area in the implementation process.

The importance of time as a factor in change is another recurring theme. If change is to be seen as a process, then enough time must be allowed in order for the changes to take place.

Effective implementation cannot occur without the knowledge and understanding of its main features. The greatest difficulty is likely to be encountered when teachers are required to change their educational outlook or approach. The system must respond to these demands by providing a supportive environment and by providing the materials and resources necessary for implementation. In addition, careful planning and timing of in-service sessions must be considered.

CHAPTER III: METHODOLOGY

Description of Research Methods

In order to evaluate the effectiveness of this program, I needed to gather data from those teachers who were involved. This was done using a questionnaire.

As this is a Board of Education project, I contacted the Research Officer and the Superintendent of Curriculum to ask permission to develop and administer the questionnaire. They were most enthusiastic about the project and we met along with one of the Primary consultants to discuss the content of the in-service sessions, the overall rationale and objectives and the more practical aspects of how and when to administer the questionnaire.

The questions were developed using the information gathered at our meeting, as well as the Implementation Profile: Child-Centered Program which was developed by the Curriculum Department. This profile clearly identifies the levels of curriculum implementation, in order to measure progress.

Research Design

This is a quantitative study of a descriptive nature. It deals with data gathered from the Class Acts - Junior Level

participants regarding changes in their classrooms as a result of their participation. I am attempting to determine what changes were made as a result of their involvement in the in-service program. I am also attempting to establish a correlation between change and internal motivation and compare it to the correlation between change and external motivation. Finally, I am looking for possible relationships between teaching experience and change.

Selection of Subjects

The subjects were the 37 Class Act participants who were in attendance at the final session. Due to the relatively small number of participants, the whole group, rather than a sample, was studied.

Instrumentation

The questionnaire (Appendix 1) is divided into six sections. The first deals with general background information, including the number of years teaching experience in total and in the Junior division. Section B is designed to provide information about how the participant received information about the series and the motivation for becoming involved. The third section asks the respondent to evaluate the sessions in terms of the Generic Model or Framework for Workshops, an instrument that the in-service

organizers used in the program development (Appendix 2). Sections D and E contained those multiple-choice questions that were developed using the Implementation Profile: Child-Centered Program (Appendix 3). Overall comments, including obstacles to growth, made up the final portion of the questionnaire.

Field Procedures

The questionnaire was administered to the participants of the Class Acts Series who were present at the final Class Acts session which took place on March 7, 1989. There was 100 percent return of the forms. It was administered by the Research Officer, as it was not possible for me to be freed from my classroom responsibilities that day. The data were recorded directly onto the questionnaire by the Class Acts participants.

Data Processing and Analysis

The data that were provided using the questionnaire were measured using a descriptive statistical analysis. These statistics were then applied to the Implementation Profile: Child-Centered Approach to determine changes in the practices of the Class Acts participants. The data were tabulated using the

identified levels of the Implementation Profile and applied to the Chi Square to test for significance at the <.05 level. The program used for this was the SPSS/PC+, the Social Sciences Statistical Package for the IBM PC computer.

Limitations

One limitation of this study is that the data and results are based on changes that the participants reported, rather than on those observed. This leads one to ask the obvious question of whether the changes have actually taken place, and if the changes may be greater or less than those reported.

I also did not take into account that three of the participants were support and consultative staff. The questions were aimed at determining the changes in the classroom teachers' practices and many were not applicable to support personnel. I was unaware that participants could be consultative and special education resource teachers and so did not design questions specific to these roles. Their questionnaires were used together with those of the classroom teachers, however, as most of the questions were still pertinent to to study, and therefore did not significantly affect the data. Questions 16 through 23 dealt with specific classroom changes, to which no responses were recorded.

As the data have undergone a descriptive analysis, it cannot

be assumed that the findings can be extended beyond the Class Acts participants. It can, however, provide insights into the amount of change, if any, that occurred as a result of this program.

A further limitation of this research is in its purely quantitative nature. The original proposal included a qualitative component in which I was to visit and interview a sampling of teacher participants. This would have served four purposes:

1. Verification by observation of the changes that may have been reported by the teachers.
2. An opportunity to meet with both first-and second-year participants in order to try to determine if time elapsed after participation had an effect on the changes that the teacher reported.
3. In-depth interviews with a sampling of the participants, regarding obstacles to growth.
4. Interviews with the principals of the schools of the sampling of participants to gather information regarding their perceptions of changes that had been made in the classrooms as a result of the program.

I had hoped that by using the results of this qualitative analysis, along with the quantitative research, I could have proposed a change model for long-term teacher in-service programs. The board representatives that I had met with had originally proposed to provide classroom release-time for myself, along with

a supply teacher to travel with me on my school visits. The supply teacher would have provided release-time for the teacher participants being interviewed. As the project progressed, however, and the quantitative data gathered, the Board representatives decided that further research was not warranted. Without this release-time for myself and the Class Acts participant sampling, this phase of my research became impossible. Hence the limitation to a quantitative descriptive analysis. The research that I have done, however, is still of value as it provides insights into the area of long-term teacher professional development and the process of change.

CHAPTER IV: FINDINGS

Introduction

The purpose of this study is to explore the effects of the Class Acts Teacher In-Service Program in relationship to actual classroom changes that resulted. Reported changes are to be identified and explored, considering internal and external motivation. The number of years of teaching experience is also to be explored in terms of reported changes. Obstacles to growth are identified in each of these groups. Participants are asked whether or not they found the program to be worthwhile.

In this chapter, the findings are reported under the headings of Effects of The Program on Classroom Change, Motivation and Areas of Change, Experience and Areas of Change, Obstacles To Growth and Value of the Program.

Effects of the Program on Classroom Change

Eight areas were identified in the questionnaire where classroom changes may have occurred. These were:

1) task assignment (Question 16)

2) student grouping (Question 17)

3) classroom layout (Question 18);

4) planning (Question 19)

5) planning materials (Question 20)

6) use of materials (Question 21)

7) use of the library (Question 22)

8) student evaluation (Question 23)

The responses of the total group to the questions about change in each of these areas (section II of each of the identified questions) are charted in Table 1.

We can determine from this table that many participants do feel that they have changed several of their methods, particularly in the areas of task assignment, student grouping, classroom layout, planning methods, use of materials and student evaluation. Changes of some sort were reported in all areas, with the exception of use of the library.

From these figures, questions arise as to why higher percentages of participants reported changes in some areas but not others. What the statistics do not show is the level of use by the participants and therefore if changes were warranted. If, for example, the teachers were already using the library to the fullest advantage, no change would be needed and therefore a 0% reported change would be appropriate.

In order to measure if the teachers are implementing all of the changes necessary to be at the highest level of use in the categories identified in questions 16 through 23, it is necessary

Table 1

Classroom Changes Reported

Classroom area	% of Participants Reporting Change n= 37	% of Participants Reporting No Change n= 37
Task assignment 35 responses	54.3 (19)	45.7 (16)
Student grouping 35 responses	54.3 (19)	45.7 (16)
Classroom layout 34 responses	29.4 (10)	70.6 (24)
Planning 35 responses	22.9 (8)	77.1 (27)
Planning materials 34 responses	5.9 (2)	94.1 (32)
Use of materials 36 responses	16.7 (6)	83.3 (30)
Use of the library 35 responses	0 (0)	0 (0)
Student evaluation 34 responses	38.2 (13)	61.8 (21)

to determine at which level or levels the participants report that they are working. Table 2 provides an overview of this information by illustrating the actual implementation levels that the participants reported they were working in, according to their responses to questions 16 through 23 (section 1 of each of the specified questions). These sections of the questions corresponded to the classroom areas outlined in the Implementation Profile: Child-Centered Program (Appendix 2). It should be noted that many of the participants report that they are working in more than one of the four levels outlined in the Implementation Profile: Child-Centered Program. This may indicate that they are in the process of changing their practices and therefore do not feel that any one level accurately indicates their level of use in a particular classroom area.

The results indicate that the teachers are at the Mechanical Level (Level 2) in the areas of task assignment, classroom layout and planning with others. In the areas involving student grouping, use of planning resources and use of the library, the majority of the teachers are at the Routine stage (Level 3). They report being at the highest level, Level 4 (Refined), in the areas of student evaluation and use of materials, although in this last area there was only a marginal difference. It appears that concerning use of materials, the teachers range fairly evenly between Level 1 and Level 4.

Table 2
% of Participants at Identified Levels Of Use

Classroom Area	Refined Level 4 n= 37	Routine Level 3 n= 37	Mechanical Level 2 n= 37	Awareness Level 1 n= 37
Task assignment	13.5 (5)	48.6 (18)	62.3 (23)	13.5 (5)
Student grouping	56.8 (21)	59.5 (22)	10.8 (4)	10.8 (4)
Classroom layout	45.9 (17)	21.6 (8)	48.6 (18)	18.9 (7)
Planning	13.5 (5)	35.1 (13)	45.9 (17)	21.6 (8)
Planning materials	83.8 (31)	10.8 (4)	10.8 (4)	18.9 (7)
Use of materials	29.7 (11)	10.8 (4)	27.0 (10)	24.3 (9)
Use of the library	27.0 (10)	45.9 (17)	10.8 (4)	2.7 (1)
Student evaluation	40.5 (15)	27.0 (10)	10.8 (4)	10.8 (4)

The data show that the teachers are at the Refined Level in two out of the eight areas investigated, and that they report to already have been at the Refined Level in the use of materials area before becoming involved in the in-service program.

The participants also reported no change in the way that students use the library. One explanation for this would be that this area received little focus in the in-service training. They also report little change in the materials that are used in planning (5.9%). In this area, the majority of the teachers report to already have been working at the Refined level (83.8%). There has been a focus on curriculum in our board of education over the past number of years, which is a likely explanation for the high level of teacher proficiency in this implementation area.

The two areas in which the most growth was evident were the ways students were grouped and the ways in which tasks were assigned. Teachers began using more heterogeneous and co-operative grouping and reported increased awareness of the social aspects of groups. More student choice was added to task assignment, as well as increased variety and more open-ended activities. Other changes reported include methods of student evaluation. Using more observation, evaluating groups co-operatively and giving more student feed-back were all included in reported changes. Unlike the use of the library, these areas were focused on in the in-service training.

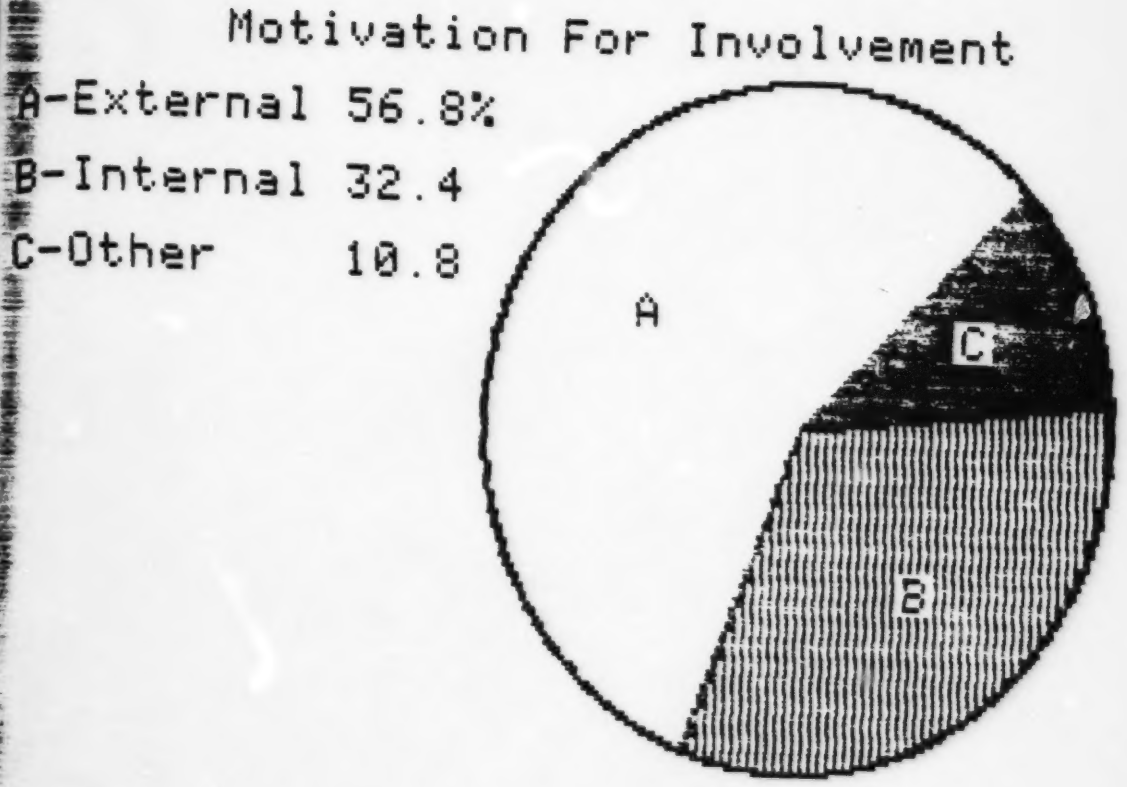
Motivation and Areas of Change

In order to determine their motivation, participants were asked to respond to how they became involved in the program. Of the 33 responses, 12 were internally motivated, compared to 21 who were asked or told to participate and were therefore externally motivated (Figure 1). There were 4 participants (10.8%) who responded that they neither volunteered nor were volunteered, but rather were asked if they wanted to be involved, or were invited to be involved.

The reported changes as a result of the Class Acts Program are provided in Table 3. Both groups reported some change in all classroom areas with the exception of use of the library. There was no statistical significance between the internally and externally motivated groups. The internally motivated group did report greater changes in planning and student evaluation, while the externally motivated group reported greater changes in student grouping, classroom layout, planning and use of materials.

To provide a clearer illustration of the reported changes of both groups in relation to the total participants, the reported changes are provided in Table 4. It is interesting to note that the groups did not report the same percentage of change in any of the growth areas, the range of variance in some areas being up to 18%.

Figure 1



Number of responses= 33

Internal group reponses= 12

External group responses= 21

No response= 4

n= 37

Table 3

Changes Reported by Motivation for Involvement

Classroom Area	% of Internal Group n= 12		% of External Group n= 21	
	Change	No Change	Change	No Change
Task assignment	41.7 (5)	58.3 (7)	57.1 (12)	42.9 (7) no response = 2
Student grouping	50 (6)	50 (6)	57.9 (11)	41.2 (9) no response = 2
Classroom layout	23.7 (3)	72.7 (8) no response = 1	30.0 (6)	70.0 (14) no response = 1
Planning	33.3 (3)	66.7 (8)	15.8 (3)	84.2 (16) no response = 2
Planning materials	0 (0)	100 (12)	5.6 (1)	94.4 (18) no response = 2
Use of materials	16.7 (2)	83.3 (10)	20.0 (4)	80.0 (16) no response = 1
Use of the library	0 (0)	100 (12)	0 (0)	100 (19) no response = 2
Student evaluation	41.7 (5)	58.3 (7)	33.3 (6)	66.7 (12) no response = 3

Table 4
Changes Reported - Motivation To Total Group

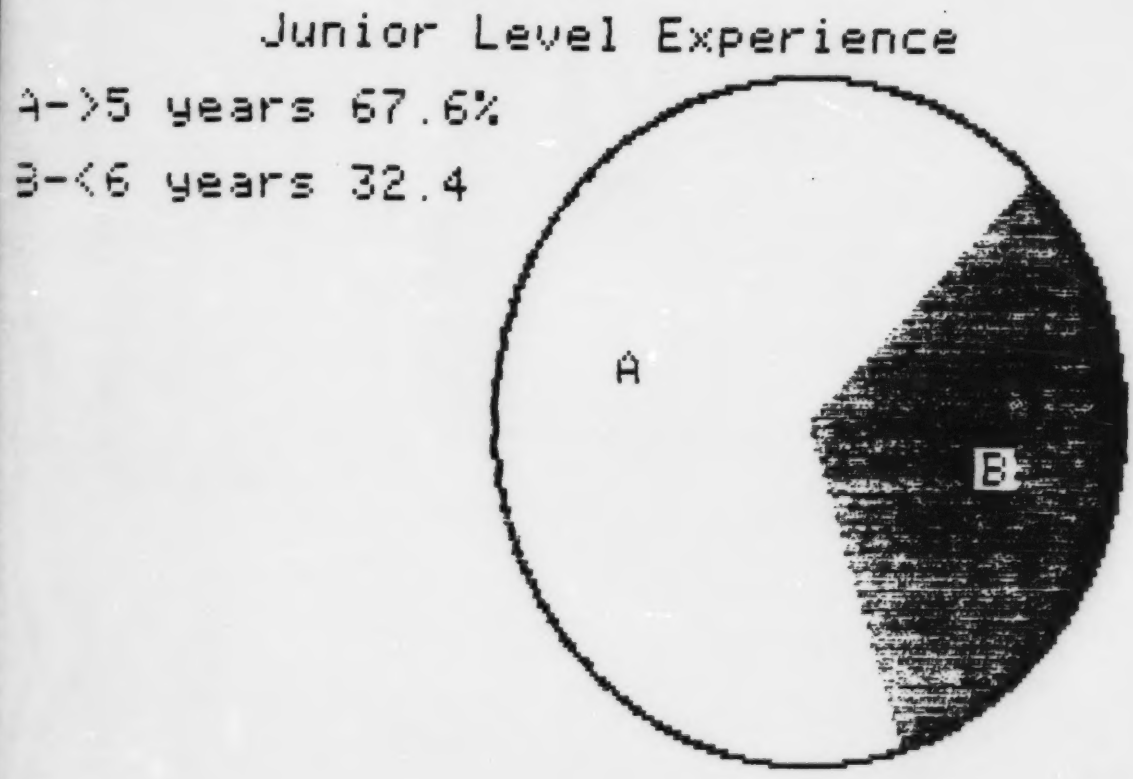
Classroom Area	Internal n=12	External n=21	Total Group n=37
Task assignment no response= 2	41.7 (5)	57.1 (12)	54.3 (19)
Student grouping no response= 2	50 (6)	57.9 (11)	54.3 (19)
Classroom layout no response= 2	23.7 (3)	30.0 (6)	29.4 (10)
Planning no response= 2	33.3 (3)	15.8 (3)	22.9 (8)
Planning materials no response= 2	0 (0)	5.6 (1)	5.9 (2)
Use of materials no response= 1	16.7 (2)	20.0 (4)	16.7 (6)
Use of the library no response= 2	0 (0)	0 (0)	0 (0)
Student evaluation no response= 3	41.7 (5)	33.3 (6)	38.2 (13)

Experience and Areas of Change

In order to determine if the number of years teaching experience had an impact on the reported change, the participants were divided into two groups, those with less than 6 years Junior-Level teaching experience, which shall be referred to as the Less Experienced Group, and those with 5 or more years of Junior-Level teaching experience, the More Experienced Group. There were 25 participants in the more experienced group compared, to 12 in the less experienced category. This is illustrated in Figure 2. The reported changes of these groups by classroom area are reported in Table 5.

In the areas of task assignment, student grouping, classroom layout and planning, the more experienced teachers indicated the greatest change. The less experienced teachers indicated that their greatest change areas were planning materials, use of materials and student evaluation. As in the case of the changes reported by the internally and externally motivated groups, there was no statistical significance determined in any of these areas, however. A further illustration of these reported changes in comparison to the total group is provided in Table 6.

Figure 2



Number of responses= 37

Less experienced group reponses= 12

More experienced group responses= 25

No response= 0

n= 37

Table 5

Changes Reported by Junior Level Experience

Classroom Area	% of More Experienced Group n= 25		% of Less Experienced Group n= 12	
	Change	No Change	Change	No Change
Task assignment	60.8 (14)	39.1 (9) no response = 2	41.7 (5)	58.3 (7)
Student grouping	56.5 (13)	43.5 (10) no response = 2	50 (6)	50 (6)
Classroom layout	36.3 (8)	63.7 (14) no response = 3	16.7 (2)	83.3 (10)
Planning	26.0 (6)	74.0 (17) no response = 2	16.7 (2)	83.3 (10)
Planning materials	0 (0)	100 (24) no response = 1	16.7 (2)	83.3 (10)
Use of materials	8.3 (2)	91.7 (22) no response = 1	33.3 (4)	66.7 (8)
Use of the library	0 (0)	100 (23) no response = 2	0 (0)	100 (12)
Student evaluation	34.8 (8)	65.2 (15) no response = 2	45.5 (5)	54.5 (6) no response = 1

Table 6

Reported Changes - Experience To Total Group

Classroom Area	More Exp. n=25	Less Exp. n=12	Total Group n=37
Task assignment	60.8 (14)	41.7 (5)	54.3 (19)
Student grouping	56.5 (13)	50.0 (6)	54.3 (19)
Classroom layout	36.3 (8)	16.7 (2)	29.4 (10)
Planning	26.0 (6)	16.7 (2)	22.9 (8)
Planning materials	0 (0)	16.7 (2)	5.9 (2)
Use of materials	8.3 (2)	33.3 (4)	16.7 (6)
Use of the library	0 (0)	0 (0)	0 (0)
Student evaluation	34.8 (8)	45.5 (5)	38.2 (13)

Obstacles To Growth

The participants were asked to respond to five obstacles to growth (Question 25). These were:

25.a. Lack of time

25.b. Lack of information

25.c. Insufficient resources and materials

25.d. Lack of support from colleagues and administrators

25.e. Other

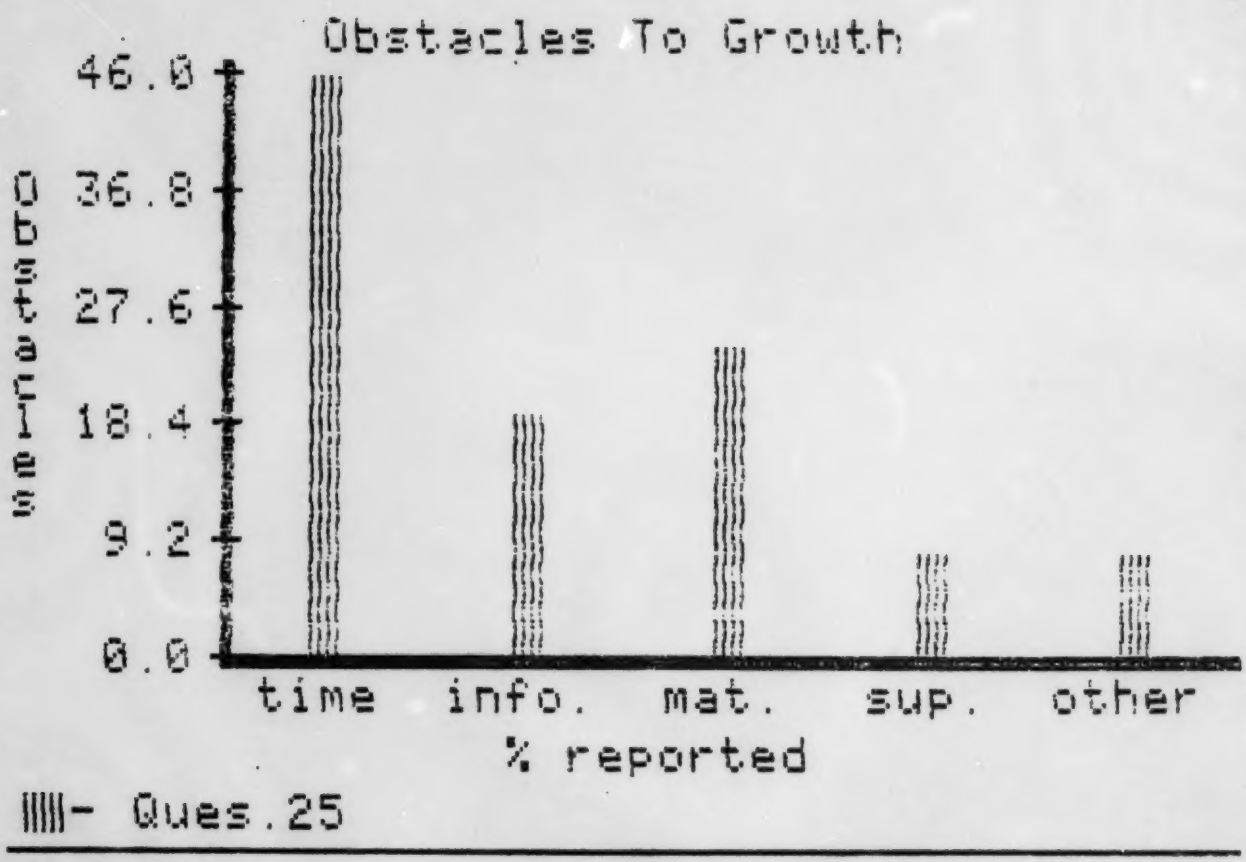
The results of these questions from the total group are provided in Figure 3.

Note that each of these factors was identified and that the area that received the greatest response was lack of time (45.9%). Lack of support and "other" factors each received only 3 responses (8.1%).

Motivation and Obstacles to Growth

For the purpose of determining if the same obstacles to growth were perceived by the internally and externally motivated groups, the responses were compared to those of the total group. Table 7 provides a breakdown by percentage of the participants who

Figure 3



Lack of time (time) = 17

Lack of information (info.) = 7

Insufficient resources and materials (mater) = 9

Lack of support from colleagues and administrators (suppo) =3

Other = 3

n= 37

Table 7

Obstacles To Growth

Obtacle To Growth	% of Internal group n= 12	% of External group n= 21	% of Total group n= 37
Lack of time	29.4 (5)	58.8 (10)	45.9 (17)
	[11.8 (2) reported being in neither group]		
Lack of information	71.4 (5)	28.6 (2)	18.9 (7)
Insufficient resources and materials	33.3 (3)	66.7 (6)	24.3 (9)
Lack of support from colleagues and administrators	66.7 (2)	33.3 (1)	8.1 (3)
Other	33.3 (1)	66.6 (2)	8.1 (3)

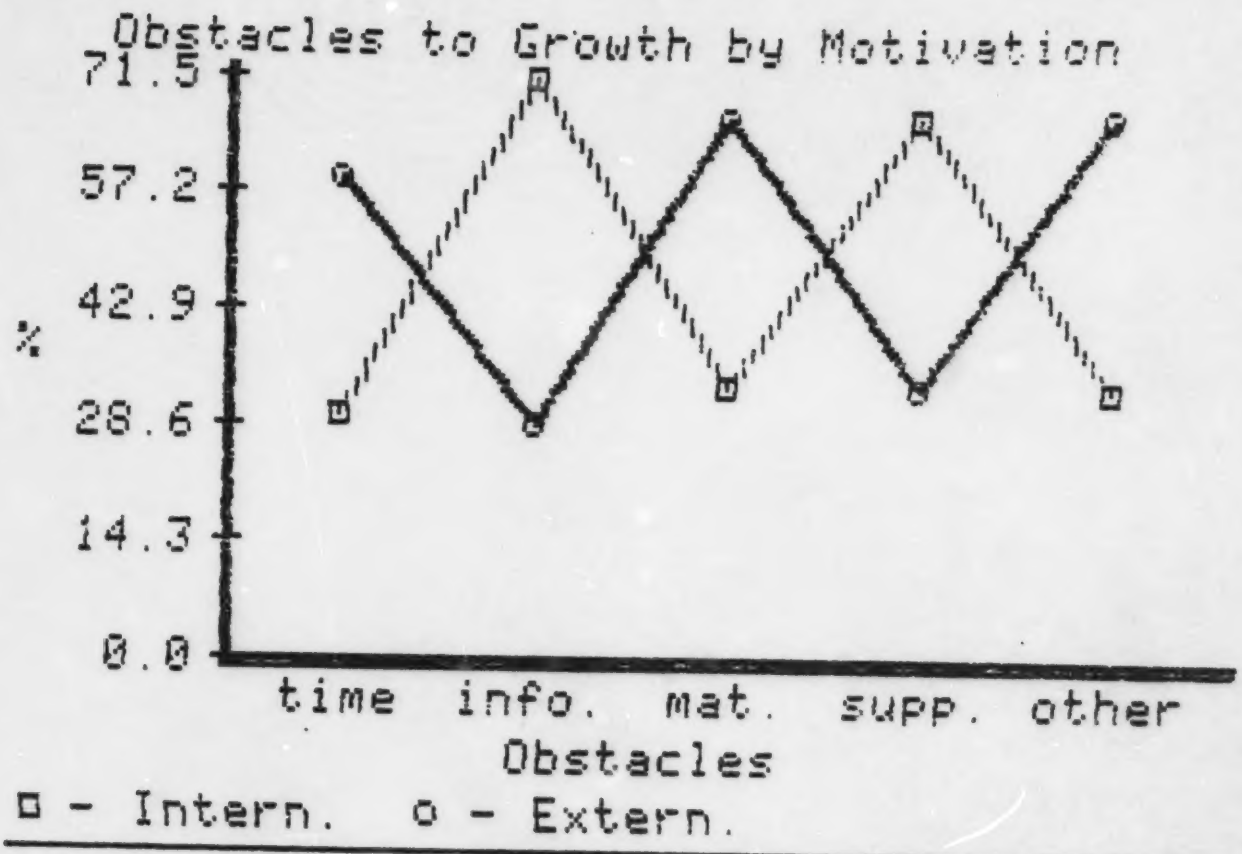
identified each of the factors.

The results indicate that although each of the groups responded to each factor, a range between the two groups' perception of obstacles was evident. Due to the small number of respondents, statistical significance could not be established. However, the pattern that emerged was interesting. This is further illustrated in Figure 4. Note that even as the number of respondents changed in each of the obstacle areas, the pattern remains consistent between the two groups. This indicated that the needs of the participants in term of overcoming obstacles to growth were perceived quite differently by the two groups, even though they were a part of the same program.

Experience and Obstacles to Growth

In Table 8, the data concerning obstacles to growth as perceived by the two teaching experience groups are presented and compared to the total responses. Of the responses that identified obstacles to growth, over 70% of the less experienced group reported that lack of time (76.5%), lack of information (71.4%) and other obstacles (100%) were major factors. The more experienced teachers who reported obstacles, however, identified lack of support from colleagues and administrators (66.7%), followed by insufficient resources and materials (55.6%), as their prime concerns. They reported no (0%) "other" obstacles, and lack

Figure 4



Lack of time = 17

Lack of information = 7

Insufficient resources and materials = 9

Lack of support from colleagues and administrators = 3

Other = 3

n= 37

Table 8

Obstacles To Growth by Experience

Obstacle To Growth	% of Less experienced group n= 12	% of More experienced group n= 25	% of Total group n= 37
Lack of time	23.5 (4) (4)	76.5 (13)	45.9 (17)
Lack of information	28.6 (2)	71.4 (5)	18.9 (7)
Insufficient resources and materials	55.6 (5)	44.4 (4)	24.3 (9)
Lack of support from colleagues and administrators	66.7 (2)	33.3 (1)	8.1 (3)
Other	0 (0)	100.0 (3)	8.1 (3)

of time, which was reported by 76.5% of the less experienced respondents, was only identified by 23.5% of the experienced group.

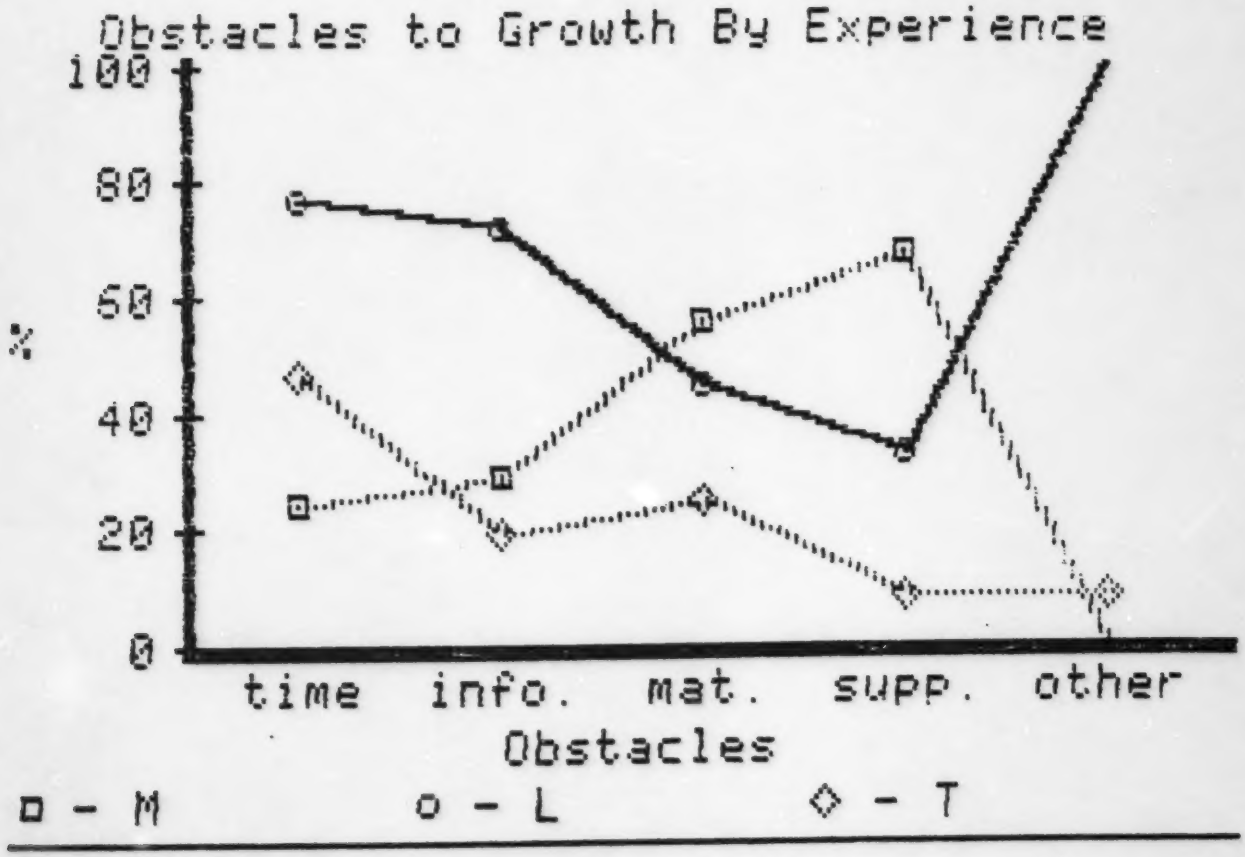
As in the motivation groups, statistical significance could not be established due to sample size. However, again the data does support that the concerns of the more experienced teachers expressed that their obstacles to growth focused on different areas than the less experienced group. A further illustration of this is provided in Figure 5.

Value of the Program

The participants were asked if they would recommend the program in an attempt to ascertain if they found the program was beneficial. Of the total group of 37, 89.2% (33) of the 37 respondents answered that they would. Of the internally and externally motivated groups, 91.7% (11/12) of the internal and 85.7 (18/21) of the external participants would recommend the program. Of the two experience groups, 83.35 (10/12) of the less experienced and 92.0% (23/25) of the more experienced group would recommend the program. There was no statistical significance found between any of the groups.

These finding indicate that the program was seen as worthwhile by a large majority of the participant. It was seen to be successful regardless of motivation or experience!

Figure 5



Lack of time = 17

Lack of information = 7

Insufficient resources and materials = 9

Lack of support from colleagues and administrators = 3

Other = 3

n= 37

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Class Acts Junior Level program was successful in that it did indeed result in reported classroom changes on the part of the participants. I shall summarize the results under the headings that were outlined in Chapter II of this study, in order to examine to what extent these findings fit with previous research.

The Individual

Resistance to Change

The findings of this study indicate that the teachers involved were not resistant to change. This is interesting, as all of the groups, whether internally or externally motivated, and regardless of the number of years of Junior-Level teaching experience, did report that they had changed their classroom practices. It is important to recognize at this point that these were reported changes rather than observed changes. The extent to which the respondents had actually altered their behaviors cannot be verified within the boundaries of this study. Neither can it be assumed, however, that the changes reported were not actually made. Only further investigation could determine the accuracy of the responses. For the purposes of this study, it shall be assumed that the responses to the questionnaire were accurate.

Perceived Need

The responses indicated that there were changes in seven out of eight classroom areas. Perhaps some of the internally motivated participants would have altered their behaviors regardless of the in-service training, as they may have perceived the need to change and found the information required to do so through other sources. In other words, it could be argued that the internally motivated teachers might have found other ways than through this program to meet their expressed needs. This would bring into question, however, if the externally motivated teachers would perceive that that they had needs that the in-service program could meet. As they did not volunteer to be involved, one might guess that they saw no need to change in the first place. The program, therefore, would not meet their expressed needs as they did not perceive these needs to begin with. The findings tend to indicate that all participants reported some changes in their classroom practices, which would not support the literature that suggested that successful in-service programs must be linked to expressed needs, as the externally motivated participants were attending due to external factors.

The study further indicated that the direction of reported changes seemed to be toward co-operative learning. The climate in education at the current time may have been a factor in this phenomenon. There seems to be an increased emphasis on co-operative learning strategies at this time and many of the in-service elements were geared in this direction.

Environment

The need for a supportive environment which encourages risk-taking was a factor that the findings supported. Some of the respondents indicated that lack of support from colleagues and administrators was an obstacle to growth. The questionnaire did not explore to what extent this factor actually hindered the growth of the respondents, but it was clearly evident, particularly among the internally motivated, more experienced teachers, to be one obstacle.

Ownership

The findings also did not support Common's suggestion made in his interview with McLaren (1985) that change efforts are unsuccessful partially due to lack of commitment of teachers. The participants did not aid in the development of this particular program, and therefore shared no ownership at the design level. The findings further indicate that 21 of the 37 participants had external pressures applied in order to become involved. The fact that changes were reported as a result of their involvement leads me to conclude that ownership in this study was not a factor in determining its success.

Beliefs

It is difficult to determine from the findings if indeed the beliefs of the participants were altered. What can be determined is that changes did occur. Further, these changes were in areas in addition to the physical indicators of change, such as altering the layout of the classroom. It would not be valid, however, to assume that because the participants changed the method by which they evaluated students, that they have changed their beliefs concerning evaluation methodology. The participants may have already held the beliefs that would allow for this shift prior to the in-service involvement, and the program provided them with the necessary skills to implement the changes. In order to determine if the beliefs of the participants were altered, further study would be required.

The Process Of Change

One of the findings in this area brings into question Fullan's (1982) suggestion that change efforts do not work. The indications of this study are that the Class Acts Junior Level In-Service Program did work, in that it resulted in changes in the classroom. Fullan did cite some successful change efforts, one of which was the Loukes and Melle (1980) Colorado study, which was similar in some aspects to the Class Acts Program. The similarities in the programs, in that they both took place over a

long period of time and were both based on the Concerns Based Adoption Model, may partially explain the success of the Class Acts Series. This tie to the CBAM model also necessitated the use of a clearly defined profile, one of the uses of which is to monitor and evaluate growth towards the highest level of implementation. This is consistent with Leithwood (1986), showing that the changes are planned, systematic and take into account the developmental nature of implementation.

The program did not solve the problem of availability of resources and was not geared to individual teacher needs. Therefore, some of the individual concerns about implementation were not specifically addressed.

The System

Support from the system in order to meet the individual needs of teachers in adopting an innovation requires that resources and planning materials be provided. Since one of the findings of this study was that 24.3% (9/37) of the respondents identified a lack in this area. Of those who reported this to be an obstacle to growth, 66.7% (6/9) were in the externally motivated group. From this the question arises as to why the externally motivated participants reported such a high percentage.

District support and direction were clearly provided, in that the program was implemented. The findings also indicated that

there was a movement in the direction of co-operative learning, as was discussed under the perceived needs section. Whether the system was seeking to meet the needs of the teachers, or whether the direction of the program caused the teachers to perceive the need is another question, closely paralleling the proverbial chicken and the egg dilemma. However, it is clear that the system and the individuals were moving in the same direction, and that the system offered a planned, systematic approach to deal with this thrust.

A factor that was not apparent from the questionnaire but that impacted on the success of the programs was the timing of the sessions. The bringing together of the participants on a regular basis caused many organizational problems, such as provision of adequate supply teacher coverage. This was further complicated by the fact that there were additional Class Acts Series being offered for teachers in other divisions, as well as specialty areas such as computers. Many of these sessions were held on the same day, which compounded the supply teacher problem. As a result, teachers involved in the workshops, including Class Acts Junior Series, found that they could not attend. In this sense of the word, the timing of the sessions was a problem.

The literature suggests that, in order to be most effective, in-service sessions should be held over a long period of time, with two to three weeks between sessions. The Class-Acts Series

clearly dealt with this criterion successfully. It is further recommended that in-service training not be held after hours or on weekends. Again the system successfully provided for the most effective in-service through timing the sessions during the school day. As outlined previously, this was not accomplished without considerable difficulty and without individual conflicts regarding coverage, but the system obviously attempted to provide the best possible timing.

The Questions

Do long-term professional development programs result in changes in the classroom?

In the case of this study, changes in classroom practices were reported as a result of the Class Acts Junior Level Program. These changes indicate movement in the direction of co-operative learning. The specific areas in which change was reported included task assignment, student groupings, classroom layout, planning, planning materials, use of materials and methods of student evaluation.

Are the same changes reported by those teachers who were internally motivated to be participants, as those who were externally motivated?

Both groups reported no change in the way in which they have

students use the library. Also, the internally motivated group reported no change in the area of planning. There were changes in all of the other areas; however, correlation between these two groups was not found to be statistically significant.

What obstacles to growth, if any, do the internally motivated participants perceive? Are these the same obstacles perceived by the externally motivated group?

Both the internally and the externally motivated group reported that lack of time, lack of information, lack of materials, insufficient support from administrators and colleagues, as well as other concerns, were all obstacles to their growth. There were statistically significant differences in the degree to which these factors were obstacles, however. The internally motivated participants reported lack of information and insufficient support to be the most significant obstacles, while the externally motivated participant reported that lack of time, lack of materials and other obstacles were more significant factors.

Does the number of years teaching experience have an impact on the reported changes?

Again, neither experience group reported any change in the way that their students utilized the library. The more experienced

group did not change the materials that they used in planning. The less experienced group reported more change in the planning materials, use of materials and student evaluation. The more experienced group reported more changes in task assignment, student grouping, classroom layout and planning with others. There were, however, no statistically significant differences.

What obstacles to growth, if any, were reported?

One of the findings of this study was that the internally motivated group and the externally motivated group were opposed in their opinions of all aspects of obstacles to growth. A question that I sought to answer was what obstacles to growth, if any, were reported and if there was any significant differences in these between the two groups. The results confirmed that there were obstacles identified by both groups which I did not find to be surprising. What did surprise me, however, was the extent to which these two groups differed in their perceptions of major obstacles. Although each of the items listed on the questionnaire received some response from each group, I did not expect to find the range between the two in each of the five areas to be as great as it was.

These findings tend to indicate that the two groups have very different needs. The internally motivated group, while finding lack of time and materials to be lesser problems, need information

and need to feel supported. The externally motivated participants, however, need materials and need to feel less time pressure in order to grow.

Do the participants feel that the program warranted the time out of the classroom?

A range from 83.4% to 92.0% of all of the groups examined would recommend the program to a colleague. This indicates that the program was seen to warrant the time out of the classroom from the perspectives of the participants.

Recommendations

If long-term teacher in-service programs are to be successful in bringing about real changes in the teaching profession, it will necessitate not only a long term commitment on the part of the participants and organizers, but a planned, systematic approach to change.

Those responsible for organizing and implementing such programs will need to anticipate change and lay a solid foundation of planning that will overcome the difficulties involved in delivery. With a clear vision of the future state of our classrooms that is based upon delivering the best possible program to our students, these difficulties can be overcome.

The results of this study indicate that in-service training should move in the direction of meeting the needs of internally motivated and externally motivated participants in different ways. It appears that those teachers who are motivated from within to be involved would like to have more information provided and a chance to discuss their initiatives more closely with their administrators and colleagues. Those who participate because of an external pressure, however, seem to be more concerned with materials and lack of time. If long-term in-service programs devoted some portion of the sessions to more closely meeting these needs, the perceived obstacles to growth may be reduced. It may be that these findings pertain only to the particular group studied, but if these findings can be validated through additional research, it may bring us to a closer understanding of how to more effectively design and implement long-term teacher in-service programs. Additional study focusing on perceived obstacles to growth in short-term in-service programs may also indicate similar trends. If this is the case, the implications for more effectively meeting the needs of participants involved in these professional development programs could also be addressed more effectively.

The concept of grouping teachers for in-service training may not be well received by those who are responsible for the design and implementation of programs, due to the additional burden that

this would place on them in program design, delivery and evaluation. Indeed, it may be an idea that is impractical from their point of view. However, with an increased understanding of the needs of the teachers, programs, even if delivered to both groups simultaneously, could provide additional focus in the reported obstacle areas in an effort to become more relevant to the participants. This would also be a further step in recognizing the individual developmental nature of teacher change. The focus on support for the individual teacher (Chapter I) is accepted in the literature as a factor of effective teacher in-service, and a move to accommodate these needs would be a further step in this direction.

Implications Of The Findings

The role of the principal and support personnel is an area that I have only mentioned briefly in this paper but is an integral part of teacher professional development and will need to be explored further. One of the findings of this study was that the more experienced teachers, and the internally motivated teachers, identified lack of support from their administrators and colleagues as an obstacle to growth with far more frequency than either the externally motivated or less experienced group. This suggests that as teachers become more experienced, those seeking

to make changes to their practices are doing so with a sense that those around them do not support their efforts. As a result, these teachers may feel isolated in their endeavors. The rapid pace of change that educators face makes this is a situation that must be addressed.

A possible explanation for this perceived lack of support may be related to the increased demands on administrators. The amount of time that administrators can spend planning and working with teachers may be decreasing and the time that they do have may be devoted to those teachers who require external pressure in order to change. The data show that those studied did not find lack of support to be a major obstacle to growth. Whether this is because these participants did not want to be supported in seeking changes is another question. They may receive the same amount of support as the internally motivated group, but this is not an obstacle for them.

The findings suggest, however, that this is not the case. There were 21 participants who were advised or were told to become involved in the program, as compared to only 12 internally motivated participants. The administrators who made these requests were obviously supportive of these teachers, and likely showed continuous support throughout the in-service session. However, those educators in the group studied who found their motivation from within did not perceive that they were supported,

yet these are the same teachers who could make valuable contributions to their colleagues through their leadership in change. The risk that we face, of course, is that these educators may become discouraged and lose their motivation to strive for something better than the norm. If this should occur, we will be the poorer for it.

Although the school administration can be supportive of new initiatives in the classroom without having the detailed background that in-service participants would have, they cannot be a full partner in its planning and implementation without it. Neither can they fully understand the implications of many innovations without the knowledge of the philosophy and beliefs that are the foundations on which many changes can be made. Lack of commitment to change from the administrator leaves the teacher with a feeling of isolation and makes the process of change more difficult. If programs are to be successful, they must have support and encouragement; otherwise the teachers can exercise their ultimate power by simply closing the classroom door and either make changes in isolation from their peers, or not change at all.

This reported lack of support was not restricted to administrators, but included colleagues of the participants (Question 25.d). This is certainly in agreement with the literature, in that teachers can feel extremely isolated and get

little chance to interact with colleagues (Fullan, 1982). It was particularly the internally motivated, more experienced teachers who reported that this was a factor. This could be seen as an indicator that this phenomenon increases in relation to the amount of time that the teacher remains in the classroom. This was not the purpose of this study, but the findings raise new questions that could be further explored in other work.

Another unexpected finding of this study was that all of the less experienced group were externally motivated. This altered the nature of the study somewhat, as there was not an internally motivated, less experienced subgroup to compare to the other subgroups. An explanation of why there were no participants in this category is that the potential less experienced candidates may not be ready to branch out to become involved in a long-term program commitment. Their energies may be directed into areas as beginning teachers. Further study in this area would be necessary in order to answer this question.

A further recommendation that I propose is that long-term professional development in-service programs be given more than one chance to succeed. It is a pity, in my opinion, that this fine program ran for only one complete session [illegible] was then cancelled. To me, a long-term program is a long-term investment in change. The Class Acts program was cancelled immediately at the conclusion of its two-year term, which certainly did not

provide enough time to assess the overall impact on classroom change at a regional level. The program was very well received by the teachers who were involved, as reflected in their evaluations of it. To me, running one long-term session is not much better than offering a number of "one-shot" sessions, as neither outlook truly acknowledges change as a process that occurs over time. It brings the analogy to mind of parents who, trying to be more liberally minded with a teenager, allow the child to come home without a curfew for one week and then reinstate the rules. Too little for too short a time!

I would further recommend that every school establish and maintain an up-to-date professional library and that teachers be made aware of the materials and resources that are available. It is a shame that any of the participants reported that a lack of resources was an obstacle to growth! This finding was particularly evident within the internally motivated group.

I also see a need to take a serious look at the role of the teacher in terms of the time invested in such a program. Time was identified as a major obstacle to growth by the teachers who were externally motivated in this study. Perhaps teacher participants should have their work loads reduced at school, in such areas as playground supervision, to try to provide additional time for preparation as well as to reduce feelings of pressure. Such an obvious endorsement from the school administration for

participation in professional development programs may also serve as an incentive to other teachers to not only become involved in in-service programs, but to motivate them towards change in general.

In conclusion, I believe that this study has shown that long-term teacher in-service can be an effective vehicle for bringing about change. This program was not without flaws, but the results were encouraging. Long-term programs, I believe, result in considerable growth in teachers. Whether boards of education will continue to offer them is another question. The challenge is with them.

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APPENDIX 1

Evaluation Survey

"The Wonderful World of C L A S S Acts - The Junior Series"

EVALUATION SURVEY

A. BACKGROUND

INSTRUCTIONS

Please check the appropriate box.

1. Teaching experience (total years)
   - a. 0 - 2 ☐
   - b. 3 - 5 ☐
   - c. 6 - 10 ☐
   - d. 11 - 19 ☐
   - e. 20+ ☐

2. Teaching experience at Junior Level
   - a. 0 - 2 ☐
   - b. 3 - 5 ☐
   - c. 6 - 10 ☐
   - d. 11 - 19 ☐
   - e. 20+ ☐

3. Gender
   - a. Female ☐
   - b. Male ☐

4. Family of Schools (name of Superintendent)
   - a. Chapman ☐
   - b. Fink ☐
   - c. Katz ☐
   - d. Parry ☐
   - e. Stoness ☐
   - f. Walsh ☐

5. Educational background - Level completed
(check any that are appropriate)

a. No degree ☐

b. B.A. ☐

c. B.Ed. ☐

d. M.A. ☐

e. M.Ed. ☐

f. M.B.A. ☐

g. Doctorate ☐

h. Other degrees (please specify) ☐

_____

i. Specialist courses (please specify) ☐

_____

B. CLASS ACTS

INSTRUCTIONS

Please check the appropriate box and write in responses where appropriate.

6. How did you hear about the Class Acts Program?

a. From your Principal/Vice-Principal ☐

b. From last year's Key Teacher ☐

c. From your Superintendent ☐

d. From another teacher ☐

e. From Curriculum Services ☐

f. Other (please specify) ☐

_____

7. How were you selected to be a participant?

a. You volunteered ☐

b. You were volunteered ☐

c. Other (please specify) ☐

_____

8. Why did you agree to be involved in the Program?

_____

_____

_____

9. Which sessions did you attend?

a.	October 18th	Stages of Child Development	☐
b.	November 15th	Image of the Ideal Program and Learning Environment	☐
c.	December 6th	Shared Observation and Co-operative Learning	☐
d.	January 17th	Co-operative Learning	☐
e.	February 7th	Active Based Experience in the Classroom through Science	☐
f.	March 7th	Sharing and Evaluation	☐

C. EVALUATION

INSTRUCTIONS

Please write the number that most closely represents your opinion, using the key below, for each statement.

Strongly Agree	1
Agree	2
Uncertain	3
Disagree	4
Strongly disagree	5

10.	Having the learning outcomes or agenda displayed at each session was very helpful.	1	2	3	4	5
11.	The 'coaching' portions of the workshops helped to build my skills.	1	2	3	4	5
12.	Keeping a Journal or 'Working Log' was helpful.	1	2	3	4	5
13.	The amount of resources particular to the content of the specific workshops was useful. (For example, co-operative learning material supported the in-service learning)	1	2	3	4	5
14.	The evaluation that took place at the end of each session was useful.	1	2	3	4	5
15.	The follow-up (homework) assignments were a necessary part of my learning.	1	2	3	4	5

D. IMPLEMENTATION OF CLASS ACTS

INSTRUCTIONS

In the first part of the following five questions, please check the response that best describes your current way of working in the class and at school.

16. i. In my class:

a. All students are assigned to the same tasks. ☐

b. Students are assigned to the same tasks or activities, with some optional activities. ☐

c. Students select activities from teacher-generated options. ☐

d. Students select from a menu of activities which are planned cooperatively between the learners and the teacher. ☐

ii. Has there been a change in the way you assign tasks as a results of the Class Acts Series?

Yes ☐

No ☐

If yes, please specify what change

_____

_____

17. i. Students work:

a. mainly as a single large group ☐

b. individually or in small groups depending on factors related to learner needs ☐

c. in two or three groups based on student achievement and ability ☐

d. in several small groups based on ability, achievement, and interest, and with occasional opportunity for choice by the learner ☐

ii. Has there been a change in the way you group students as a result of the Class Acts series?

Yes ☐

No ☐

If yes, how does this differ from before?

_____

_____

18. i. Students work:

a. in flexible groups at activity centres, tables, easels, resource centre or space outside the classroom ☐

b. in flexible groups at activity centres ☐

c. alone or in pairs at desks or tables with some use of activity centres ☐

d. alone at tables or desks in rows ☐

ii. Have you changed your classroom layout as a result of the Class Acts Series?

Yes ☐

No ☐

If yes, how does this differ from before?

_____

_____

19. i. I plan:

a. independently ☐

b. independently most of the time with occasional consultation with colleagues ☐

c. sometimes with colleagues to plan common experiences ☐

d. with colleagues and the principals as well as with students-individually or in groups ☐

ii. Has there been a change in the way you plan as a result of the Class Acts Series?

Yes ☐

No ☐

If yes, how does this differ from before?

_____

_____

20. i. In my planning I use:

a. materials including Halton core and resource documents, Ministry guidelines, commercial materials and library resource materials ☐

b. Halton core and resource documents and Ministry guidelines ☐

c. Halton core documents and resource materials ☐

d. Commercially prepared texts and workbooks ☐

ii. Has there been a change in the materials you use for planning as a result of the Class Acts Series?

Yes ☐

No ☐

If yes, how does this differ from before?

_____

_____

E. GENERAL INFORMATION

21. i. Please list the resources that you use in the classroom on a regular basis. This would include such items as charts, pictures, A.V. material.

_____

_____

_____

21.ii. Are you using different materials as a result of the Class Acts Series?

Yes ☐

No ☐

If yes, please explain

_____

_____

22. i. Please explain the manner in which your students most often utilize the library.

_____

_____

_____

22.ii. Has this changed as a result of the Class Acts Series?

Yes ☐

No ☐

If yes, please explain

_____

_____

23. i. Outline the methods of evaluation that you use with your students and comment on their purpose.

_____

_____

_____

23.ii. Have these changed as a result of the Class Acts Series?

Yes ☐

No ☐

If yes, please explain

_____

_____

F. OVERALL COMMENTS

24. The material that was presented in the Class Acts Program that has been the most useful to me in my classroom was:

_____

_____

25. Obstacles that I have encountered (if any) in implementing these practices or methods are: (please check any that apply)

a. not enough time ☐

b. not enough information ☐

c. insufficient resources and materials ☐

d. lack of support from other teachers (administration/ other teachers) ☐

e. other (please specify) ☐

_____

_____

_____

26. Would you recommend the Class Acts Series for a colleague?

Yes ☐

No ☐

Please comment

_____

_____

27. If you have any other comments on the Class Acts Junior Series please write them here.

_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX 2

Implementation Profile: Child-Centered Program

IMPLEMENTATION PROFILE CHILD CENTRED PROGRAM (DRAFT 1)

	REFINED	ROUTINE	MECHANICAL	AWARENESS
LEARNING ACTIVITIES	Student select from a menu of activities which are planned cooperatively by the learners and the teacher. Students responses are verbal, written, illustrative, 3 dimensional or dramatized using a full range of resources. Students select and interpret data, also organize and change information from one form to another. Explore open ended problems and predict possible solutions where the outcome is not predetermined.	Students select from teacher generated options. Students responses are written, verbal, illustrative. Student may build models or dramatize their responses. Students discover, recall and interpret facts and apply information to nov situations.	All students are assigned to the same task or activity, with a limited number of optional activities. Responses are usually written or verbal with occasional opportunity for multi-dimensional activities. Students discover, recall and interpret facts.	All students assigned to the same task. Responses are primarly pap and pencil activities. Students find out or re-call fact
GROUPING	Student work individually or in small groups depending on factors related learner needs. Criteria for selection is a combination of ability, achievement and interest with frequent opportunity for personal choice by the learner.	Students work in several small groups. Group size is determined by factors related to student need. Criteria for grouping is based on ability, achievement and interest with occasional opportunity for personal choice by the learner.	Students work in two or three groups. Group size is independent of student needs. Criteria for grouping is student achievement and ability with no opportunity for personal choice by the learner.	Students work mainly as a single large group. Smaller groups are used for administrative purposes.
PHYSICAL ENVIRONMENT	Students interact in flexible arrangement based on need under the guidance of the teacher. Work areas include activity centres, tables, easels, resource centre or space outside the classroom. Any and all space which will facilitate learning is utilized.	Students work in flexible groups at activity centres which are arranged around the perimeter of the room with a group instructional area at the centre	Students work alone or in pairs at desks or tables with limited use of interest centres.	Students work alone at tables or desks in rows.

	REFINED	ROUTINE	MECHANICAL	AWARENESS
PLANNING	Teacher meets frequently with colleagues and the principal to plan common experiences and approaches, units of study, goals, aims and philosophy. Students are involved formally and informally through individual and group decisions with the teacher.	Teacher plans independently but sometimes meets with colleagues to plan common experiences eg. units of study and excursions.	Teacher plans independently most of the time with occasional consultation with colleagues.	Teacher plans independently.
PLANNING AND USE OF RESOURCE MATERIALS	Teacher observes and evaluates student progress, monitors their interests and uses a full range of materials including Halton core and resource documents, Ministry guidelines, commercial materials and library resource facilities.	Teacher uses Halton core and resource documents and Ministry guidelines with limited reference to student need.	Teacher uses Halton core and resource materials. Students work sequentialy through the program.	Teacher uses commercially prepared texts and work books. Students work sequentialy through the material.
RESOURCES	Teacher and students use texts, charts, pictures and globes. A.V. materials, magazines, computers, games, puzzles, artcraft materials, small construction materials, blocks, sand, water, drama props and 'found' materials.	Teacher and students use texts, charts, pictures, globes, A.V. material such as tape recorders, video tapes and film strips and computers.	Teacher and students use texts, charts, pictures, A.V. materials such as tapes and video recorders, films and film strips.	Teacher uses texts, charts, pictures Students have limited hands on experience with resources.
USE OF LIBRARY AS A RESOURCE	Students use the library through unscheduled periods. The learners use the resource centre as an extension of the classroom learning environment.	Students use the library for book exchange, book talks or to learn library skills. Individuals or small groups may use the resources to study a topic under investigation.	Students use the library for book exchange and book talks through regularly scheduled periods with occasional unscheduled visits.	Students use the library for book exchange through regularly scheduled periods.

IMPLEMENTATION PROFILE CHILD CENTRED PROGRAM (DRAFT 1)

	REFINED	ROUTINE	MECHANICAL	AWARENESS
EVALUATION PURPOSE	Teacher collects information regarding students progress in order to set new goals with individuals, groups or the whole class.	Teacher collects information for instructional grouping and program modification.	Teacher arrives at a mark or grade in order to identify students who need extra "drill" or practice.	Teacher arrives at a mark or grade for the purpose of reporting to parents.
EVALUATION METHODOLOGY	Teacher observes and assesses work and projects on a daily basis. Teacher uses checklists, observation guides, teacher made tests and anecdotal comments. Standardized tests are used as a reference. Teacher seeks evaluation input from the learner and his/her peer group through conferencing and group discussion. The learner selects some of the items which are evaluated.	Teacher assesses work on a daily basis. Teacher uses teacher made and standardized tests. Teacher may seek clarification from the learner. The learner may select items for evaluation.	Teacher made tests with grade level and standardized tests. Assignments are evaluated with the student present.	Teacher uses mainly standardized tests with some teacher made and grade level tests. Assignments are collected for grading and then returned.

APPENDIX 3

Generic Model or Framework for Workshops

GENERIC MODEL OR FRAMEWORK FOR WORKSHOPS

Each workshop should be built around a framework which contains the following elements, although not necessarily in this order.

1. A sharing session based on the last session and its follow-up activity - i.e. what worked - what didn't.

2. The learning outcomes for the session should be displayed for all to see.

3. All input should be based on material which the candidates will receive well before the workshop.

4. The workshops will be activity-based with a minimum of formal input.

5. All learning will be related back to the Implementation Profile.

6. Each workshop will have a section on "coaching" which is specific to the learning outcomes which are being presented.

7. Journal or Learning Log activities will be included.

8. Library function and resource particular to the content of the workshop will be included.

9. Each session will close with an evaluation plus the expectation that a follow-up evaluation by a planning team member will take place before the next session.

10. A follow-up assignment will be set - i.e. homework for the participants.

11. The final activity will be a preview of the next session with a check for the comfort level of the candidates.